

and even in neighboring towns, and collections of books loaned by the Carnegie Library will still add to the sources mentioned above. -Subscription to weekly or monthly children's papers, whenever possible, is a proper device. -The fact that the textbooks for geography, history, etc., which are written in English, should also be used as material for reading classes needs to be brought to the attention of teachers of English. -Arrangements should be made between the teachers of English and the teachers of other subjects so that the chapters that are about to be studied from the point of view of subject content may be used beforehand by the teachers of English as exercises in reading. -Caution should be taken to prevent the teachers of English from departing from the objective of teaching reading and allowing the exercise to drift into a study of the subject matter. -Such an arrangement provides an additional source of reading matter and paves the way for the study of other subjects by removing the language difficulties to be met by students in their textbooks. -

Once the reading material is available, motivation to arouse interest in reading and checks to insure that the reading done is abundant and fruitful are essential. -An informal record of the amount of collateral reading done by each pupil can be kept without undue labor for the teacher through the organization of pupil committees. -These committees might also look after the posting of graphic representations of individual progress in extent, rapidity and quality of reading. The checks to insure the fruitfulness of the material read may take the form of short statements on slips of paper concerning each book or selection read, including title, author, succinct account of the contents and the personal reaction of the child. -Short true and false examinations may also be used, but they impose upon the teacher the need of reading each selection and the preparation of a large number of tests. -Oral and written summaries of the plot of the stories read are a third useful way of testing. -When testing is the aim, such summaries should be judged on the basis of the extent to which they measure comprehension, rather than on their correctness in form. -Occasionally, summaries in Spanish may be used as tests of pure comprehension. -

In order to achieve this objective extensive reading should be stressed to a greater extent than intensive reading. -

A systematic effort needs to be put forth in order to insure the acquisition of a reading vocabulary. -Teachers should anticipate vocabulary difficulties when assigning reading lessons. -Words most likely to cause trouble should be explained beforehand using context similar to the one where the words appear. -In doing this teachers should steer a middle course between excessive help and no help at all; the former leads to habits of dependence upon the teacher and prevents the useful exercise of deciphering meaning from context, and the latter leads to discouragement and lack of interest. -

The practice of encouraging pupils to make up cumulative lists of vocabulary, to which reference can be made from time to time, is excellent. -If kept in alphabetical order, these lists may be developed into individual dictionaries. Pupils should be encouraged to list not only words from the stories read, but also words from their textbooks in geography, history, etc. -

The emphasis to be placed upon silent reading should not be interpreted to mean that exercises in oral reading are banned. -They have their proper place in connection with silent reading exercises, as for example, when a specially beautiful or significant paragraph is chosen to be read aloud. -Occasionally, a teacher may find justification for a full oral reading exercise. -

All reading classes afford a chance for conversation and language work. -In fact, a reading lesson is not complete without an oral discussion or appreciation of the selection read. -This oral exercise provides the opportunity for drill in the reading vocabulary. -

2. -The ability to use English as an instrument for written expression and communication. -

In connection with this objective, letter writing and translation from Spanish into English are the most practical exercises as judged by the criterion of use in our situation. Letter writing should be motivated through an exchange of correspondence with pupils in other schools of the same town, in other towns of the island and abroad. -The Junior Red Cross has for a long time sponsored correspondence with pupils abroad, and it will, upon request, submit the names of schools willing to exchange correspondence. -

Exercises in translation are an excellent means of focusing attention upon the idiomatic differences between the two languages, and thus preventing the corruption of either through the use of constructions or terms peculiar to the other language. -Exercises in translation may be written or oral. -By placing the selection to be translated on the blackboard, the class as a group may participate in oral translation. -

A third form of composition which is recommended is the precis. -By precis is meant a concise summary of a selection read or heard. -This form of composition is useful in fixing the vocabulary learned through the reading lesson. -It also affords an excellent opportunity for instruction and drill in language and grammar. -

Written composition gives teachers a constant check on the degree to which pupils are growing in mastery of vocabulary and control over peculiar English forms of language, grammar and spelling. -Remedial teaching should be both collective and individual; mistakes common to the class will afford material for the former, and individual errors will supply material for the latter. -The results of remedial teaching should be brought to the attention of the child through appropriate devices, and each pupil should be encouraged to compete with his past record. -

In connection with all forms of written composition, teachers should bear in mind that quality should always be con

sidered much more important than quantity.-

3.-The ability to use English as an instrument for oral communication.-

The ability to speak English is a more complex skill than either reading or written composition, and of the three phases of instruction in English, the one that will be used the least by people in our ^{united} ~~united~~ States, however, this ability assumes a large importance. Wherever such pupils can be located, they should be singled out for instruction, and major emphasis should be placed on conversation.-

Normally, emphasis on this objective should be deferred until pupils may have acquired reasonable proficiency in reading for information and culture and in the practical phases of composition. A limited amount of instruction in oral English, however, is indispensable in the first and second grades. For two reasons:-(a) because it is not convenient to start reading English until the mechanics of reading in Spanish are disposed of; and (b) the pupils need a certain amount of skill in oral English in order to comment upon readings to be made in the second and succeeding grades.-The amount of oral English required of the first and second grades should be limited to the vocabulary of the early readers and to such other expressions as may be found necessary to engage in simple conversation about the topics read.-The second grade is generally accepted as the starting point for instruction in reading--the primer to be introduced after preliminary exercises in reading from the blackboard, flash cards, bulletin board and other common devices.-Once reading is begun, the conscious objective of teachers should be to build up a passive vocabulary useful in more extensive reading.-

The proper grade placement of the several phases of English instruction can be derived from the importance and difficulty of each as described in the preceding paragraphs.-Oral English as a preparation for reading has its place in the first and second grades; reading for information and culture in the middle and upper grades; simple composition (letter writing, translations, and ^{business} ~~precis~~ writing) from the fourth grade on; and conversational English in the upper stages (seventh and eighth grades.)-

Language and grammar should be taught in connection with written composition and conversational English, and incidentally, in the reading classes.-The analysis of mistakes peculiar to Puerto Rican children should be, in a large measure, the basis of language ~~and~~ teaching.-

The instructions and suggestions of this circular letter should take precedence over those contained in any other communication from this office.-Superintendents should bring the contents of this letter to the attention of all teachers concerned.-Furthermore, superintendents should check individual programs of work of teachers of English to see that the distribution of time devoted to the several phases of instruction in English corresponds to the importance of the objectives as described in this letter.-~~Very cordially yours,~~
~~Signed, José Padin, Commissioner of Education.~~

Very cordially yours,
(Signed) José Padin,
Commissioner of Education.